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TEXT-CREATING COMPETENCE AS A SCIENTIFIC CONCEPT

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Text-Creating Competence as a Scientific Concept

The article refines a concept "text-creating competence for maritime college cadets" on the base of linguodidactics research literature analysis.

Text-creating competence is a leading indicator for well-formedness of person professional competence. Its parts are correlated with the requirements of job profile diagram to the representatives of certain specialty. The author considers effective and tolerant intercultural communication skill as the important component of text-creating competence in view of the fact that future professional activity of maritime college graduates involves communication with the representatives of different countries and different language speakers.

According to special literature analysis, professional activity of future sailors needs a skill to choose the necessary communicative code that guarantees adequate perception and proper transfer of information because mistakes in such situations are unacceptable.

Text-creating competence of future sailors includes a set of skills related to different types of speech activity and performing intercultural communication.

Key words: text-creating competence, intercultural communication, professional activity.

The changes in contemporary society require relevant changes in the educational system, particularly, consistent implementation of a competency-based approach, which makes it possible to solve the problems related to gradual formation of important personal qualities, student's personal experience as well as practical orientation of the content of education.

The main features of competence-based approach are considered to be the following: general social and personal meaning of the formed knowledge, abilities, skills, qualities and methods of productive activity; the formation of competencies as a complex of content orientations based on the achievements of national and

universal culture; creating situations for a comprehensive testing of the ability to put knowledge to use and gaining axiological life experience; integrative characteristics of personality demonstration associated with the ability to improve knowledge, abilities and work methods; concentration on final results of studying which are checked in practice; the ability to solve practical issues; competitiveness in the professional sphere. The above mentioned features were defined by the scholars Z. Bakum, N. Bibik, A. Bohush, N. Holub, O. Horoshkina, O. Isaieva, O. Kopus, L. Mamchur, N. Perkhailo, O. Semenoh and others.

We agree with N. Holub's opinion that "distinguishing communicative competence amongst other essential ones stresses the importance of the educational task of a contemporary school – to teach effective communication which is not limited by building sentences of phrases, but involves sharing experience, information, emotions, feelings embodied in a text" [4].

Thus, the main component of communicative competence is text-creating one, i.e. the capacity for primary and secondary communication activity, which is formed particularly while working with texts of different types [8, p. 8].

The issue of forming pupils and students' text-creating abilities and skills has been considered in contemporary didactics before. For instance, the scholars N. Holub, O. Horoshkina, L. Mamchur, M. Pentyliuk point out that a text is a source of information, product, means and object of activity. Procedure of forming pupils and students' text-creating abilities and skills has been studied by N. Bondarenko, L. Varzatska, V. Melnychaiko, T. Ladyzhenska, H. Shelekhova and others. Arrangement of pupils and students' text-creating activity has been investigated in the papers by T. Horokhova, T. Hruba, O. Karaman, L. Ovsienko and others.

Moreover, the scholars did not ignore the issue of forming text-creating competence in pupils and students. For example, N. Perkhailo studied the peculiarities of forming text-creating competence in students of a profession-oriented school. The thesis by L. Kratasiuk provides theoretical justification and experimental verification of the invented methodology for forming the ability to make up texts of different types using interactive methods, procedures and forms of teaching in pupils

of 5th and 6th forms; basic categories of text linguistics have been reviewed; the concepts of “text-creating activity”, “text-creating competence”, “text-creating abilities” have been defined. In her thesis O. Hlazova proposes scientifically justified and experimentally verified methodology for teaching the 5th form pupils how to make up texts. Being oriented at all the stages of a speech act this methodology facilitates implementation of the principles of prospectivity and succession in forming text-creating abilities. At the same time, the review of scholarly ideas proves that the issue of forming text-creating competence in students of maritime college requires comprehensive study, as long as “teaching languages should be based on the texts in students’ specialty and different types of tasks to them, because a text is a necessary tool intensifying the educational process; the development of students’ oral speech in everyday and professional communication is of great importance” [10, p. 9].

The purpose of the article is specifying the concept of “text-creating competence of maritime college students” basing on the review of scholarly literature on linguodidactics.

In scholarly studies the concept of “text-creating competence” is interpreted in different ways, in particular, it is associated with text-creating activity, i.e. methodical work organized by a teacher or self-organized, which is directed at producing texts of different types, styles and genres [4].

M. Bondarenko considers text-creating competence as a set of abilities to be aware of the subject of an utterance and to build it according to the chosen theme; to define the guiding idea of a future text and to build one’s own utterance taking this idea and communicative strategy into account; to collect and systemize information for making one’s own text up; to plan the content of an utterance and to provide it with a certain connotation; to choose proper linguistic means consciously for building an utterance according to a communicative situation; to find and correct mistakes in the content, structure and linguistic composition of one’s own utterances; to evaluate the made-up text in terms of its content, form, idea and linguistic composition [2].

In N. Perkhailo's opinion, test-creating competence is "an integrated personal characteristic, which consists of personality's readiness for building coherent utterances of different types and styles of speech; command of text-creating abilities and skills, personal experience in composing texts in various ordinary and extraordinary situations; the capacity to evaluate and be responsible for one's own text-creating activity. The maturity of senior school students' text-creating competence will facilitate their effective text communication in different spheres of life, successful educational and professional activity" [12, p. 101].

Look-back review of the scholarly literature has affirmed that the scholars (O. Kopus, O. Kucheruk, H. Leshchenko and others) employ the term "text competence". For instance, when determining the objectives of creating and using the system of methods of teaching Ukrainian at middle school, O. Kucheruk emphasizes that "speech text competence is the capability to know basic linguistic terms; the ability to understand, interpret, and evaluate a text that was heard of read, to distinguish between main and secondary information; the capability for associative speech and mental activity; the capability to plan future text, the capability for speech creativity; the ability to use linguistic means (orally and in writing) depending on the type and style of speech; the capability for monitoring and self-monitoring of the results of speech activity" [9].

O. Kopus believes that text competence is an integral part of teacher-philologist's specialty-related competences (linguistic, literary, methodical), which is manifested in students' practical activity (mastering methods and procedures of text interpretation including conceptual analysis of a fictional work). The researcher emphasizes that text competence is an uppermost level of philological comprehension of a text concept when integrative thinking of a philologist is manifested in the unity of linguistic, literary and methodical competences [7]. M. Vitoshko's opinion is similar: "Text competence is philological understanding of a fictional work, where integrative thinking of a philologist is manifested in the unity of linguistic and literary competences" [3, p. 140].

In the scientific workshops dedicated to the issue of forming students' text-creating abilities and skills O. Bozhko uses the concept of text-creating competence and defines it as manifestation of student's capability and readiness for performing text-creating activity, for applying linguistic knowledge, abilities and skills practically. In her opinion, text-creating competence is, first of all, the main component of linguistic competence; secondly, it is based on the abilities and skills to perform all the kinds of text-creating activity. Thus, text-creating competence is a formed personality trait that appears as a result of one's experience in applying obtained theoretical knowledge as well as abilities and skills of perceiving and creating texts, which provide successful text-creating activity and manifestation of positive attitude to this process and result [1].

We share the opinion of N. Perkhailo who interprets the concept of "text-creating competence" in the following way:

- 1) personality's readiness to show text-creating competence (value and semantic characteristics – personally motivational aspect);
 - 2) knowledge of the content of text-creating competence (cognitive aspect) with the help of which communicative, professional and oratorical functions are implemented;
 - 3) abilities facilitating the implementation of praxeological and reflexive functions;
 - 4) experience in showing text-creating competence in various ordinary and extraordinary situations (pragmatic aspect);
 - 5) emotional and volitional regulation of the process and result of showing text-creating competence (reflexive and evaluative aspect);
 - 6) individual psychological characteristic of a speaker (personal aspect)
- [11].

The structure of text-creating competence has been considered by researchers in different ways. Here are some their views:

- metatext microcompetency containing general knowledge about a text as a communication means created for certain purposes and addressees; considering

the process of making up texts as a motivated, purposeful and culturally determined activity; understanding the importance of background knowledge for interpreting and creating texts; basic knowledge on genres and their characteristics; microcompetency in text typology, which is knowledge of the specific character of texts-creating process, the abilities to review cultural and communicative characteristic of utterances, the abilities to find out markers in messages of different types, the ability to compare texts; text-producing microcompetency (the ability to make up and edit texts) [6];

- three-level formation consisting of invective, optional and elocutive subcompetencies, which reflect the stages of text production [5].

We consider to be prospective the idea that text-creating competence contains text-creating knowledge, abilities, skills, experience in building texts, axiological attitudes and personal qualities, readiness (capability) to create connected utterances of different types (L. Perkhailo); it is formed in three stages related to text-creating activity: pre-text (finding out the peculiarities of making up texts while perceiving, understanding and interpreting an utterance); text itself (applying language means according to communicative aim in speech producing process); after-text (perfection of an utterance) (L. Kratasiuk).

The results of maturity of text-creating competence is maturity of text-creating abilities, particularly *generalized text-creating abilities* (information and content, structural and compositional, grammar and stylistic, editing) common for all the types of text-creating activity and *special abilities* relating to the structure of certain text types – narration, description and discussion. Special abilities of creating texts in terms of perceiving, understanding, reproducing, building and improving texts of different types, styles and genres are formed in the process of individual cognitive and creative text-creating activity, which is facilitated by person-oriented teaching [8, p. 8].

The review of definitions of the concept of “text-creating competence” has proven the ambiguity of its interpretations, differences in determining its structural components. However, it has shown that this concept is associated mainly with

communicative competence, which is a component of future specialist's professional competence.

Text-creating competence is the main indicator of maturity of professional competence; its components correlate with the requirements of job description to the specialists of this field. Considering the fact that future work of maritime college graduates involves communication with people from other countries speaking different languages we consider the ability of effective and tolerant intercultural communication to be an important component of text-creating competence. The review of scholarly literature has shown that future sailor's work requires the ability to choose proper communicative code providing proper information perception, as long as mistakes are impermissible in their work.

Thus, text-creating competence of future sailors consists of the set of abilities related to different types of speech activity, intercultural communication.

The prospect for further research is considered to be investigation of the ways of forming text-creating competence in maritime college students.

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Гульчук Т. М.

Текстотворча компетентність як наукове поняття

У статті уточнюється поняття «текстотворча компетентність курсантів морського коледжу» на основі аналізу наукової літератури з лінгводидактики.

Текстотворча компетентність є провідним індикатором сформованості професійної компетентності особистості, а її складники корелюються з вимогами професіограми до представників певного фаху. Ураховуючи, що майбутня професійна діяльність випускників морського коледжу пов'язана з необхідністю спілкування з представниками різних держав, носіями різних мов, важливим складником текстотворчої компетентності автор вважає вміння ефективного й толерантного міжкультурного спілкування. Як свідчить аналіз спеціальної літератури, професійна діяльність майбутніх моряків потребує вміння обрати потрібний комунікативний код, що забезпечує адекватне сприймання й відповідну передачу інформації, оскільки помилки в цих ситуаціях неприпустимі.

Текстотворча компетентність майбутніх моряків містить комплекс умінь, пов'язаних з різними видами мовленнєвої діяльності, здійсненням міжкультурної комунікації.

Ключові слова: текстотворча компетентність, міжкультурне спілкування, професійна діяльність.

Гульчук Т. М.

Текстотворческая компетентность как научное понятие

В статье уточняется понятие «текстотворческая компетентность курсантов морского колледжа» на основе анализа научной литературы по лингводидактике.

Текстотворческая компетентность является ведущим индикатором сформированности профессиональной компетентности личности, а ее составляющие коррелируются с требованиями профессиограммы к представителям определенной профессии. Учитывая, что будущая профессиональная деятельность выпускников морского колледжа связана с необходимостью общения с представителями разных государств, носителями разных языков, важной составляющей текстотворческой компетентности автор считает умение эффективного и толерантного межкультурного общения. Как показывает анализ специальной литературы, профессиональная деятельность будущих моряков требует умения выбрать нужный коммуникативный код, обеспечивающий адекватное восприятие и соответствующую передачу информации, поскольку ошибки в этих ситуациях недопустимы.

Текстотворческая компетентность будущих моряков содержит комплекс умений, связанных с различными видами речевой деятельности, осуществлением межкультурной коммуникации.

Ключевые слова: текстотворчий компетентность, межкультурное общение, профессиональная деятельность.

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